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ABSTRACT

Two vocational supervisors in each of 47 states were asked to rate the importance of and difficulty associated with learning 106 competencies in 10 areas of vocational administration. Seventy-six administrators responded. In the area of providing technical assistance, providing program guidelines and recommendations and assisting with the interpretation of statutes and regulations were rated most important. Identifying priority issues and developing program standards and criteria were the highest scored among the program leadership competencies. Conducting on-site evaluations, maintaining liaisons with teacher education institutions, cooperating with public agencies, and maintaining membership in professional organizations were the highest-rated competencies in the respective categories of monitoring and evaluating programs, coordinating pre- and inservice training, establishing linkages, and engaging in personal and professional development. The category of performing office administration had the highest percentage of criteria and received a Likert rating above 4.0. Although all of the aforementioned categories included at least one competency that received a Likert rating of 4.0 or more, the categories of coordinating vocational student organization activities, acquiring and managing financial resources, and marketing programs did not. This report also includes additional task statements that the respondents considered important and informative about the administrators and their states. (MN)

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INTRODUCTION

An initial listing of the tasks performed by state supervisors was prepared by organizing and convening a DACUM (Developing A Curriculum) job analysis committee of six persons who were considered to be expert state supervisors. The committee members and their area of specialization were as follows: Marion Fletcher, Agricultural Education, Arkansas; Linda Slaugh, Business Education, Florida; Jim Shiminski, Trade and Industrial Education, Massachusetts; Tom Winters, Industrial Arts, Pennsylvania; Joanna Kister, Home Economics Education, Ohio; and James Wiblin, Trade and Industrial Education, Ohio.

The committee, relying on their own knowledge and experience and with the guidance of a DACUM facilitator, identified the duties and tasks that were considered important to them, individually and collectively.

The tasks identified by the DACUM committee formed the basis for developing a verification instrument, which was submitted by mail to two expert supervisors in 47 of the 50 states and to members of the DACUM panel. (Three states did not respond to the request for identification of two expert supervisors.) The verification respondents were asked to rate each statement on (1) the importance of the task and (2) task learning difficulty, using a six-point Likert scale ranging from 0-5.

A follow-up letter was sent to nonrespondents about three weeks after the first instrument was mailed. Seventy-six supervisors responded to the task inventory by the cutoff date.

The results of the survey are summarized here in terms of mean scores for each question about each task. The respondents were also asked to add any additional task statements they believed to be important and to answer selected other questions about themselves, their state, etc. These data are summarized question by question at the end of this report.

PART I: STATE VOCATIONAL PROGRAM SUPERVISOR TASK INVENTORY
(N = 76)

Task Statements	Importance of Task How important is the performance of this task in your job as a state supervisor? (Circle one response) Great Importance 5 4 3 2 1 0 No Importance	Task Learning Difficulty How difficult do most supervisors find it is to learn to perform this task effectively? (Circle one response) Extremely Difficult 5 4 3 2 1 0 Extremely Easy
DUTY A: PROVIDE TECHNICAL ASSISTANCE		
1. Assist with the interpretation of statutes and regulations	4.33	3.62
2. Provide program guidelines and recommendations	4.76	3.23
3. Assist with the organization and operation of advisory committees	3.64	2.54
4. Assist with local planning	3.84	3.05
5. Identify program resources	3.97	2.87
6. Broker program resources	3.07	2.71
7. Assist with curriculum implementation	4.30	3.44
8. Replicate exemplary practices	3.59	3.03
9. Assist with the development of program and facility specifications	3.93	3.39
10. Assist with funding applications	3.59	3.14
11. Assist with preparation of program reports	3.66	2.84

12.	Conduct program reviews on request	4.25	3.07
13.	Assist with program modification and upgrading	4.32	3.28
14.	Assist local education agencies (LEAs) with integration of basic and vocational skills	3.42	3.41
15.	Assist LEAs in serving special populations	3.29	3.36
16.	Assist LEAs with program promotion	3.42	2.96
17.	Assist with recruitment of vocational staff	2.67	2.49
DUTY B:	PROVIDE PROGRAM LEADERSHIP		
1.	Identify priority issues	4.54	3.64
2.	Identify vocational training needs	4.29	3.37
3.	Secure needed research base	3.49	3.57
4.	Analyze program data	3.97	3.43
5.	Develop program standards and criteria	4.57	3.79
6.	Develop program guidelines and recommendations	4.51	3.41
7.	Review and evaluate curricular materials	3.71	2.86
8.	Coordinate curriculum development	4.21	3.28
9.	Identify exemplary practices	3.78	2.68
10.	Implement model or innovative programs	3.97	3.52
11.	Promote professional organizations	3.84	2.76
12.	Provide for program and teacher recognition	3.59	2.70

Task Statements	Importance of Task						Task Learning Difficulty					
	Great Importance					No Importance	Extremely Difficult					Extremely Easy
	5	4	3	2	1	0	5	4	3	2	1	0
13. Review and monitor legislation			3.76						3.57			
14. Author materials			2.68						3.25			
DUTY C: MONITOR AND EVALUATE PROGRAMS												
1. Orient local personnel to evaluation process			3.71						2.96			
2. Conduct on-site evaluations			4.21						3.20			
3. Review curriculum and instructional materials			3.88						2.86			
4. Review facilities and equipment			3.79						2.84			
5. Review student selection and placement			2.88						2.57			
6. Review teacher credentials and professional development activities			3.48						2.85			
7. Review advisory committee composition and participation			3.00						2.27			
8. Assess compliance with statutes and regulations			4.03						3.51			
9. Prepare evaluation reports			3.92						3.14			
10. Recommend program status (e.g., approval, probation, disapproval)			3.84						3.15			
11. Conduct follow-up visits			3.77						2.58			
DUTY D: COORDINATE VOCATIONAL STUDENT ORGANIZATION (VSO) ACTIVITIES												
1. Assist local advisors			3.72						2.83			

2. Advise VSO officers	3.44	2.67
3. Promote VSO activities	3.85	2.81
4. Maintain organizational records	2.83	2.21
5. Manage VSO funds	3.01	2.45
6. Assist with VSO fund-raising activities	2.19	2.39
7. Conduct student leadership seminars and conferences	3.56	2.96
8. Coordinate competitive events	3.57	3.15
9. Develop VSO publications	2.84	2.56
10. Maintain liaison with national VSO organizations	3.48	2.32
DUTY E: ACQUIRE AND MANAGE FINANCIAL RESOURCES		
1. Prepare funding guidelines	3.29	3.35
2. Prepare requests for proposals	3.44	3.45
3. Conduct proposal writing workshops	2.16	2.79
4. Assist with preparation of proposals	2.95	2.94
5. Review grants/proposals	3.76	3.15
6. Review project reports for compliance	3.24	2.79
7. Prepare budgets	3.44	3.16
8. Approve expenditures	3.41	2.80
9. Monitor budgets	3.38	2.80

Task Statements	Importance of Task						Task Learning Difficulty					
	Great Importance					No Importance	Extremely Difficult					Extremely Easy
	5	4	3	2	1	0	5	4	3	2	1	0
DUTY F: COORDINATE PRESERVICE AND INSERVICE TRAINING												
1. Maintain liaison with teacher education institutions			4.36						2.95			
2. Assess training needs			4.05						3.35			
3. Identify programs to be offered			3.86						3.22			
4. Identify training resources			3.59						3.35			
5. Schedule inservice activities			3.76						2.82			
6. Promote inservice activities			4.18						2.78			
7. Conduct inservice programs			3.99						3.19			
8. Evaluate preservice and inservice programs			3.85						3.11			
DUTY G: ESTABLISH LINKAGES												
1. Identify desired linkages			3.92						3.52			
2. Establish linkage guidelines			3.34						3.51			
3. Identify appropriate contact persons			3.75						3.24			
4. Meet with individuals in the private sector			3.93						3.21			
5. Attend meetings of associations and organizations			3.91						2.45			
6. Organize advisory groups			3.58						2.99			
7. Operate advisory groups			3.51						3.00			

8. Maintain linkages with organized labor	2.51	3.00
9. Maintain linkages with business and industry	3.93	3.47
10. Cooperate with public agencies	4.08	2.99
11. Articulate secondary and postsecondary programs	3.92	3.88
12. Provide for private sector recognition	3.00	2.83
13. Participate in accreditation visits	3.21	2.73
DUTY H: MARKET PROGRAMS		
1. Identify target populations (e.g., regular and special populations)	3.42	3.25
2. Identify promising marketing practices	3.42	3.48
3. Develop marketing strategies	3.50	3.50
4. Develop promotional materials	3.54	3.51
5. Make promotional presentations	3.50	3.21
6. Prepare media releases	3.00	3.10
7. Evaluate marketing efforts	3.16	3.43
DUTY I: PERFORM OFFICE ADMINISTRATION		
1. Develop a plan of objectives and activities	4.55	3.23
2. Schedule work activities	4.42	2.93
3. Conduct staff meetings	3.65	2.73

Task Statements	Importance of Task	Task Learning Difficulty
	Great Importance 5 4 3 2 1 0 No Importance	Extremely Difficult 5 4 3 2 1 0 Extremely Easy
4. Participate in staff meetings	4.32	2.27
5. Maintain records	4.07	2.95
6. Coordinate support staff assignments	3.78	2.86
7. Supervise support staff	3.86	2.93
8. Prepare written correspondence	4.39	2.88
9. Transmit/receive messages and information	4.31	2.78
10. Maintain and disseminate resources	3.91	2.77
DUTY J: ENGAGE IN PERSONAL AND PROFESSIONAL IMPROVEMENT		
1. Maintain membership in professional organizations	4.65	2.00
2. Participate in conferences and meetings	4.47	2.16
3. Engage in continuing education	4.03	2.89
4. Read professional literature	4.42	2.55
5. Consult with professional colleagues	4.50	2.39

ADDITIONAL TASK STATEMENTS
SUGGESTED BY RESPONDENTS

DUTY A: PROVIDE TECHNICAL ASSISTANCE

Develop promotional materials (statewide)
Understand the gray area in regulations/statutes
Upgrade district coord.
Provide expertise on advanced technology
Provide program approval
Provide resources for local planning, such as employment and economic patterns
Review vocational staff credentials for vocational approval
Assist with vocational student organizations

DUTY B: PROVIDE PROGRAM LEADERSHIP

Approve courses for implementation
Understand variables which impact on program data

DUTY C: MONITOR AND EVALUATE PROGRAMS

Provide assistance in obtaining compliance
Conduct a one-year assessment of follow-up

DUTY D: COORDINATE VSO ACTIVITIES

Develop coordinated activities between VSOs
Provide contractual arrangements for accomplishment of VSO activities
Serve on National Board of Directors

DUTY E: ACQUIRE AND MANAGE FINANCIAL RESOURCES

Interact with all involved groups in funding
State and federal budget and procedure rules
Usher projects through the funding process

DUTY F: COORDINATE PRESERVICE AND INSERVICE TRAINING

Prepare funding proposals

DUTY G: ESTABLISH LINKAGES

Promote common competencies at all levels
Work out student transfer agreements

DUTY I: PERFORM OFFICE ADMINISTRATION

Perform work activities at a level where you sense your head is above water
Motivate professional staff
Respond to staff needs
Serve as a role model for staff

DUTY J: ENGAGE IN PERSONAL AND PROFESSIONAL DEVELOPMENT

Participate in leadership of professional organizations
Assimilate state-of-the-profession information for future planning

PART II: GENERAL INFORMATION

Job Titles

Specialist, e.g.: (18)
- Specialist (for T & I) or (T & I) Specialist
- State Specialist (T & I)
- Program Specialist
- Vocational Education Specialist
- Vocational Program Specialist
- Occupational Specialist
- Education Program Specialist
- Regional Program Specialist

Director, e.g.: (8)
- Director (of T & I)
- Assistant Director (T & I)
- Associate Director (T & I)

Supervisor, e.g.: (27)
- Supervisor (T & I) or (T & I) Supervisor
- State Supervisor (T & I)
- Program Supervisor
- Education Program Supervisor
- Vocational Supervisor
- Area Supervisor
- Assistant State Supervisor (T & I)

Consultant, e.g.: (11)
- Consultant (T & I) or (T & I) Consultant
- Educational Consultant (T & I)
- Chief Consultant (for T & I)
- Vocational Education Consultant
- Manager of Consultants

Coordinator, e.g.: (1)
- Vocational Program Coordinator

Chief, e.g.: (3)
- Chief (T & I Programs)
- Bureau Chief

Team Leader (1)

Program Manager, e.g.: (4)
- Program Manager
- Program Manager (of T & I) or (T & I) Program Manager

Type of Service Area(s) Supervised

Single vocational service area	= 40 respondents
Multiple vocational service areas	= 20
Chief state supervisor	= 22

Specific Service Area(s) Supervised

Agricultural Education	= 23 respondents
Business/Office Education	= 17
Marketing/Distributive Education	= 15
Health Occupations Education	= 16
Home Economics Education	= 18
Industrial Arts Education	= 9
Technical Education	= 8
Trade and Industrial Education	= 17

Other/Write-Ins

Co-op (multi-occupational) (4)
Vocational guidance
Disadvantaged and handicapped
Special programs
Equity
Apprenticeship

Total Number of State Supervisors in the State for All Service Areas

1-5 supervisors	= 6 respondents
6-10	= 34
11-20	= 10
21-30	= 4
31-40	= 3
41-50	= 2
51-60	= 1

Years Served as State Supervisor

1-5 years	= 18 respondents
6-10	= 18
11-15	= 17
16-20	= 9

Type of Supervisory Training Received

Took formal courses	= 30 respondents
Completed self-study materials	= 2
Attended workshops	= 34
Learned by doing	= 69
Participated in supervised on-the-job training	= 20
Read supervisor's manual	= 10
Other	= 22

Other/Write-ins

Internship (4)
Informal discussions with other state supervisors
Mentor (2)
Served as assistant state director for 10 years
Served on state staff for 9 years prior to becoming a supervisor
Industrial experience
Lifelong collection of knowledge and skills
Followed old routines
Experience - 10 years as teacher and principal, 4 years CETA, and 20 years in private business
Served as assistant state supervisor for 9 years
Experience - 10 years as teacher, 8 years as assistant supervisor
School administrators certification
Experience - served as local T & I teacher and administrator
Experience as assistant state supervisor
Served as assistant and "acting" supervisor
Experience in university position

Adequacy of Training Received

Very adequate	= 12 respondents
Adequate	= 31
Inadequate	= 21
Very inadequate	= 8

Worker Traits and Attitudes Important to State Supervisors

Communication skills (written/oral) (34)
Listening skills (11)

Interpersonal skills/human relations skills (26)
Abilility to motivate people (2)
Ability to delegate responsibility (2)
Change agent (3)
Fair and firm/consistent (7)
Helper vs. policeman
Good personality (2)
Considerate/caring/empathetic (8)
Mediator/negotiation skills (2)
Diplomacy/tact (5)
People builder
Team player (2)
Abilility to work cooperatively (10)
Ability to give constructive criticism

Respect from peers
Respect from teachers in the field
Trust
Integrity/honesty (9)
Loyalty

Positive attitude/outlook (8)
Confidence (2)
Faith in self and others

Knowledge/experience/expertise in area of responsibility (19)
Broad-based instructional skills
Broad-based technical skill awareness (3)
Educational experience
Industry experience
Knowledge of education/vocational education
Research knowledge
Local teaching experience
Teacher education/administrative experience
Knowledge of the law (rules and regulations) (4)
Ability to interpret the law
Evaluation skills (2)
Ability to analyze and interpret data (2)
Ability to interpret criteria

Well-organized/methodical/organizational skills (14)
Task-oriented
Goal-oriented
Strategic planning skills (7)
Analytical skills
Managerial skills (4)
Time-management skills (8)
Ability to meet deadlines/promptness (5)

Decision-making skills (6)
Foresight
Leadership skills (10)
Political savvy (3)
Ability to view vocational education in the broad perspective
Problem-solving skills

Abilility to locate and use resources (money, people) (4)
Resourcefulness
Initiative (7)
Innovativeness/creativity (9)
Ability to be self-directed/self-motivated (4)

Flexibility/versatility (12)
Openness to change/open-mindedness (11)
Patience (6)
Willingness to complete any assignment
Ability to compromise
Ability to accept things you cannot change (e.g., red tape)
Ability to take pressure and high frustration level (3)
Ability to deal with complexity
Ability to understand and function within the given system
Ability to be comfortable with and coordinate multiple unrelated assignments (2)

Dedication/commitment/willingness to work long hours/willingness to travel and be away from home frequently (9)
Energetic (6)
Hard working (2)
Dependability/responsibility (5)
Physical stamina
Enthusiasm (5)
Perseverance (2)

Ambition (2)
Conscientiousness (2)
Risk taker
Decisiveness
Assertiveness/aggressiveness/willingness to bite the bullet (2)
Ability not to take criticism personally (2)
Sense of humor (2)
Slow to anger
Outgoing (3)
Accuracy (2)
Attention to detail
Ability to concentrate on task
Ability to follow through (2)
Professionalism (4)
Willingness to learn/keep up-to-date continually (8)
Professional involvement (2)
Inquisitiveness

Enjoy vocational education
Be well-dressed
Desire to assist

Do specialized instructional materials need to be developed for state supervisors?

Yes = 57 respondents
No = 12

Type of Training Materials Needed

Supervisor's manual = 35 respondents
Competency-based modules = 23
Self-study learning guides = 33

Other/Write-Ins

Computer-assisted modules
Interactive video
Management training
Internship
Support videos
Videotapes showing effective leadership styles

Working along with another supervisor in that area (mentor/master leader)
Workshops/seminars
Meetings with other support services within the department

Comments

Any materials would have to be modified for each state
Each state is unique. How would a manual serve all states?
Leadership most important; abundance of material already available.
Each state is different.
Not sure materials can be helpful if generic enough for all states.
They're needed, but they are being developed by our state department.

References of Value in Job of State Supervisor

State and federal government sources, e.g:
- Perkins Act
- Program evaluation reports
- State Supervisors Manual
- Vocational Supervisors Notebook
- Heart of Instruction Series
- Vocational Education Division Operations Handbook
- Vocational Education Program of Studies
- Vocational Education Fiscal and Policy Guide
- State Plan
- State Statutes
- U.S. Office Manuals of the 70s
- State Board Rules and Regulations
- Policy and Procedure Manual - State Board
- General Administrative Regulations - State Department

Other professionals, e.g.:
- Current and former supervisors
- State directors
- University teacher educators
- Representatives of publishing companies

Organizations, e.g.:
- AAVIM
- NNCCVTE
- CORD
- AIT
- MAVCC
- Phi Delta Kappa

Activities, e.g.:
- Inservice
- Extension training
- Industrial meetings

References, e.g.:

PBTE modules

"Supervisory Management" (American Management Association, 135 West 50th Street, New York, NY 10010)

Administration of Occupational Education: A Suggested Guide

Administering the Successful Vocational Education Program

Supervision of Instruction text

Model-Netics manuals and training

Bloom

Mager

Supervision publications from the National Business Education Association

Ordering Your Private World (Gordon McDonald)

"Improving Supervision in Vocational Education"

"Passion for Excellence"

Handbook for Achieving Sex Equity through Education (Ed S. Klein)

"In Search of Excellence: Gender Expectations, Student Achievement" (Portland, OR: NWREL)

Comments

We have become too segmented and specialized. I do not see any need to develop training materials for specialists. Specialists should have varied experiences and a broad educational background. They should be self-directed and should approach each new situation creatively. Most of the tasks encountered by a specialist require experience, self-direction, leadership, ability to risk and to take action.

Many task statements I've checked as difficult because of the time limitations imposed.

Many of the duties identified are only difficult because they are dependent on resources and time. The agency that a supervisor works in should provide resources for the supervisor to carry out role, responsibility and authority. Our state does not provide support staff, money resources or time for supervisor to supervise.

The task list is very complete, but the concepts of personally managing the stresses of working in a bureau are not addressed (time management, prioritizing tasks, operating on a crisis management philosophy, stifling creativity for the norm, an overly conservative management philosophy, acceptance of mediocrity as a standard of performance, rewarding incompetency, lack of incentives to excel, coping with the "buddy" system, lack of recognition and praise of the importance of the individual's contribution to the team, education as a re-active profession versus pro-active, etc.)

I am not a state supervisor, but am a vocational supervisor in an area vocational school.

Opportunities for professional development are most critical to being an effective program supervisor. I participate in AVA activities and marketing education association activities. I participated in the state's Public Managers Program and served one year as an Educational Policy Fellow. Continued growth is essential. One handbook or module is not the answer.

A good leader (given probably what are genetic traits in terms of ability to move other people, and excellent communication skills) is a good state supervisor. All else can be learned.

The activities that were most helpful to me when I first came on the job was a communications workshop conducted by Chapter (then Title) I, and a three-state conference for vocational state department personnel, manpower personnel, and teacher educators. I was also fortunate to have an immediate superior who was an excellent teacher and knew what she was doing. I am not sure that study guides would really do the job without good people to work with.

Very difficult to respond to questionnaire as each state functions differently in the administration of vocational education and disciplines within.

Good luck; this is quite a project. A manual would have been, and still would be, very useful.

A good inventory of duties and tasks.

Please note that I am not a state supervisor but the Superintendent of Schools for the state's system of 21 vocational-technical high schools.

State supervisors must come up through the ranks to really be successful. Training materials are okay as we all can continually improve, but no amount of training will replace experience on the "firing lines."

Very thorough review.

Many of the tasks are easy, but time-consuming (and boring).

I have nothing to do with VSOs and if given the opportunity I'd probably disolve [sic] them.

Participation in staff meetings is "difficult" because there are too many of them.

It is impossible to accomplish many of these tasks due to time limits established by the management team--such as only 25 percent can be devoted to programmatic activities, including VSOs. This will explain some of the low task ratings.

Are you aware of the position papers that are the basic thrust for NASAE at National FFA Convention Meeting and finalization at AVA?

Tasks aren't difficult but time-consuming.